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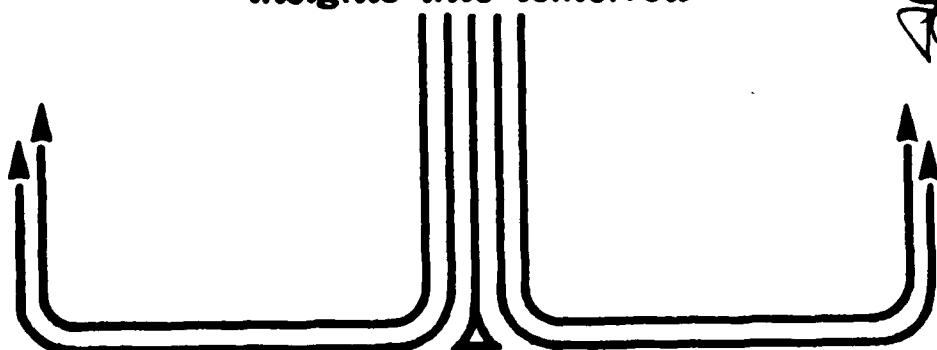
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AIR COMMAND AND STAFF COLLEGE

STUDENT REPORT
INSTRUCTING INTERNATIONAL STUDENTS
IN THE TECHNICAL TRAINING
ENVIRONMENT--A HANDBOOK FOR
TECHNICAL TRAINING INSTRUCTORS
MAJOR WALTER W. BLANTON 87-0255
"insights into tomorrow"

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TITLE INSTRUCTING INTERNATIONAL STUDENTS IN THE TECHNICAL TRAINING ENVIRONMENT--A HANDBOOK FOR TECHNICAL TRAINING INSTRUCTORS

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Submitted to the faculty in partial fulfillment of
requirements for graduation.

AIR COMMAND AND STAFF COLLEGE
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MAXWELL AFB, AL 36112

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PREFACE

This handbook is designed to assist technical training instructors in their day-to-day instruction of international students and to acquaint the instructors with some of the unique aspects of students--culture and customs. The need for such a handbook was drawn from four sources: a survey conducted by Headquarters, Foreign Military Training Affairs Group, which cited problems encountered by training instructors when instructing international students; a letter from the Deputy Commander, Foreign Military Training Affairs Group, reinforcing the survey; my personal assessment after spending three years working with instructors and international students; and, a syllabi from each technical training center indicating no instruction on dealing with international students existed. This information confirmed the need for a handbook on training and cleared the way to address the question, "What content should be included in the handbook?"

The information in this handbook is intended for use by technical training instructors. The handbook is structured as an easy reference to aid instructors in their day-to-day instruction of international students. Although the handbook is based on training of international military personnel, it is also applicable to international civilians training at technical training centers.

The areas addressed in the handbook include:

Chapter One. This chapter describes the procedures and criteria used in the selection of international students. The chapter clarifies some of the misconceptions about this process.

Chapter Two. This chapter addresses English comprehension problems the instructor may encounter and offers some techniques for reducing these problems.

Chapter Three. This chapter covers some of the common cultural differences the instructor may face during class and during interaction with the international student outside the classroom.

CONTINUED

Chapter Four. This chapter covers uniform and personal appearance standards for international students. The chapter addresses the application of AFR 35-10 and exceptions for international students.

Chapter Five. This chapter covers academic problems instructors may encounter in instructing international students and offers suggestions to deal with these problems.

Chapter Six. This chapter covers commonly used services used by instructors in assisting the international students in their adjustment to the classroom.

This handbook will be published as a Foreign Military Training Affairs Group handbook after review and approval of content by the Commander, Foreign Military Training Affairs Group, Randolph AFB, TX. This handbook is not designed to supersede or replace applicable manuals and directives. If a conflict develops, the appropriate manual/directive will take precedence over this handbook. Update of this handbook will be at the discretion of the Deputy Commander, Foreign Military Training Affairs Group.

Acknowledgements

I would like to thank Headquarters, Foreign Military Training Affairs Group personnel for their many encouraging comments in producing this handbook. A "special thanks" to my sponsor, Lieutenant Colonel George F. Tracy Jr, for his lasting support. Also, a big "thank you" to Dr. Glen L. Spivey for his guidance during this project. Further, I wish to extend special recognition to Mrs. Linda Buckner for her many long hours of typing this handbook. Finally, loving thanks to my wife, Brenda, to whom this handbook has been dedicated.

ABOUT THE AUTHOR

Major Walter W. Blanton graduated from Southern University in 1972 with a bachelor's degree in history. He entered active duty in 1972 and graduated from Lackland AFB. For one and a half years he was assigned to Carswell AFB, Texas, as a communication specialist. He was commissioned in 1974 through Officer Training School. Upon completion of administration and intelligence schools, Major Blanton was assigned to the 544 Aerospace Reconnaissance Technical Wing and to Headquarters, Strategic Air Command Intelligence, Offutt AFB, Omaha, Nebraska. In 1976, he attended Creighton University graduate school. Upon completion of his graduate studies, Major Blanton was assigned as a missile officer with the 541st Strategic Missile Wing, Whitman AFB, Missouri. Upon completion of his missile tour in 1979, Major Blanton was assigned as Commander, 3398 Student Squadron at Keesler Air Force Base, Mississippi.

In 1980, Major Blanton was assigned to Fifth Air Force, Japan, as Squadron Commander, Headquarters, Fifth Air Force Staff personnel and 475th Air Base Wing staff personnel. Three years later he was assigned back to Keesler AFB as Deputy Commander, 3305 Student Group and Commander, 3411 Student Squadron. Upon completion of these command jobs, Major Blanton was assigned to the 3300 Technical Training Wing as Chief, International Training Management Division, working with Headquarters, Foreign Military Training Affairs Group, Air Training Command.

His military decorations and awards include the Meritorious Service Medal with one oak leaf cluster and the Air Force Commendation Medal with one oak leaf cluster.

He is a graduate of Squadron Officer School and is currently a member of the Air Command and Staff College class of 1987.

He is married to the former Brenda M. [REDACTED] of Pass Christian, Mississippi. They have two daughters, Alicia and Jovan, and a son, Sherman.



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INTRODUCTION

This handbook for technical training instructors contains information and advice to aid in dealing with international students. When dealing with international students, there is no one set manner of operating or developing interpersonal relations. Too many variables are involved to use a cookbook approach. For this reason the handbook presents practical information of a general nature rather than focusing on specific countries. The length of the handbook does permit an examination of the uniqueness of each country nor all possible situations an instructor will encounter. However, it emphasizes those common areas of interest that affect most instructors teaching international students. Perhaps the best resource is one's own personal judgement and sensitivity that one used in dealing with others in general. Information in the handbook will be helpful in reviewing or assessing personal techniques used in dealing with international students.

Information presented in the handbook is drawn from a variety of sources including the author's research and experience in instructing international students, other technical training instructors, and Foreign Military Training Affairs group personnel. A quick review of the handbook will help prepare the instructor for the initial encounter with the international students and maybe avoid some embarrassing situations.

OVERVIEW

The handbook contains six chapters that deal with specific topics of importance to the instructor and offers some practical suggestions in addressing these topics. Chapter one describes the procedures and criteria used in the selection of international students. The chapter clarifies some of the misconceptions about this process. Chapter two addresses English comprehension problems the instructor may encounter and offers some techniques for reducing these problems. Cultural and custom differences often present barriers to communication. Chapter three covers some of the common cultural differences the instructor may face during class and interacting with the students outside the classroom. Chapter four covers uniform and personal appearance standards for international students. The chapter addresses the application of AFR 35-10 and exceptions for international students. Academic problems the instructor may encounter are covered in Chapter five and suggestions offered in dealing with the problems. Many special services are available

to assist the international students adjust to and succeed in the classroom. The most commonly used services used by instructors in dealing with international students are described in Chapter six.

The author also offers a final word of encouragement in the conclusion and suggests that instructors personalize the handbook with their own "lessons learned." Suggestions for changes and additions are encouraged.

Chapter One

PROCEDURES AND CRITERIA FOR SELECTION OF INTERNATIONAL STUDENTS

This chapter contains procedures and criteria for the selection of international students for training in the US Air Force technical training environment. It is important that the instructor understand the fundamental objectives of the security assistance program, the general selection criteria used by most countries to select trainees, and basic procedures once students are in the US. Instructors should also be aware of the major functions that technical training bases are to perform relative to international students. Information presented is designed to give the instructor a broad overview of the process and criteria. Specifics and details should be researched in the referenced regulations.

Procedures for selecting international students fall under Air Force Regulation (AFR) 50-29, Joint Security Assistance Training (JSAT). AFR 50-29 describes five major objectives of security assistance in providing technical training to international students. Awareness of these objectives help the instructor address the "why" with both the US and international students. The five objectives of security assistance listed in AFR 50-29 are:

1. Assisting the foreign country in developing expertise needed for effective management and operation of its defense establishment.
2. Promoting US military rapport with the armed forces of the foreign country.
3. Providing an alternative to Soviet military training by reducing country training dependence on the USSR and its allies.
4. Promoting better understanding of the United States, its people, political system, institutions, and way of life.
5. Increasing the foreign military trainee's awareness of the US commitment to the basic principles of internationally recognized human rights. (8:2-3)

Countries requesting technical training in the US have their own unique objectives, many which are similar to the US. Criteria used to select trainees to participate in the programs are also similar to that of the US. Leadership potential, type position within the country's armed forces, career plans, and

instructional ability are major considerations in the selection process. Many of the trainees are expected to teach their newly acquired skill when they return to their home country.

In addition to the criteria imposed by the individual country, the US requires each student to complete English prerequisites before entering technical training. Students either possess the skills at the time of nomination or attend the in-country English language training program (ELTP) (6:5-2). The mission of ELTP is to teach the English language proficiency required to enter military, technical, or professional courses. A minimal entry level of 55 percent in English is required for passing the Defense Language Institute English Language Center test under the International Military Education and Training Program. The ELTP effectively prepares students to meet the language proficiency requirements for military courses conducted in English and develops their listening, comprehension and speaking skills. It is important that the instructor know the preparation the students have received but must also realize there are techniques that can be used in the classroom to build on and enhance this preparation. These techniques are addressed in Chapter two.

Responsibilities of technical training bases do not end when international students are enrolled in the program. There are four very important procedures or functions that each base is to perform. The instructor plays a key role in these functions. They are:

1. Monitoring the progress of training and welfare of the international students as well as provide administrative assistance pertaining to students processing, transportation, housing, and pay!
2. Providing weekly status of student progress in training.
3. Recording the students' participation in the Department of Defense, Informational Program. This program shows the students the great diversity in the customs, tradition, and lifestyles of the American people. The student receives many impressions about America during this program and through their off-duty contacts.
4. Additionally, monitoring class attendance, excuses from training, leave policies, morale and welfare items, safety compliance, medical care, graduations, and finally students' departure for home. (8:10-3)

In most instances, the international student selected to attend the technical training course comes to the US as the most qualified candidate a country has to offer in a given career field or speciality. (3:3-2) Students who come to the US for training are specially selected by their country to meet a valid

training requirement important to their national defense. The instructor should know what attending a school in the US means to an international student. This meaning has significant impact on the student's attitude toward successes and failures. This issue will be addressed again in Chapter five when academic problems are covered.

Knowledge of specific criteria used by the country of each international student in the class may be of assistance to the instructor in interacting with students and tailoring the instruction to more effectively accomplish the objectives. Finally, procedures and criteria for the selection of international students can be somewhat compounded by the student's proficiency in English. Chapter two addresses English comprehension problems the instructor may encounter while instructing the international student.

Chapter Two

ENGLISH COMPREHENSION PROBLEMS OF INTERNATIONAL STUDENTS

This chapter addresses English comprehension problems the instructor may encounter while teaching international students and offers some techniques for reducing these problems. Proficiency in the English language opens doors in our culture, while a deficiency in English bars them shut. (10:15) English proficiency is a vital tool to success in the technical training program.

Normally, two things happen before students travel to their first CONUS training location. First, students are interviewed in their country by a United States security assistance officer. The security assistance officer holds an office on the US Ambassador staff. (6:5-1) Second, most students train in their country under the American Language Training Course. This course includes English workbooks, taped exercises, book quizzes and a variety of supplemental materials and training aids. (5:1-1) Under the theory of this course, the student modifies language behavior patterns, rather than being taught isolated words and meanings. Additionally, each student must be tested to determine his English comprehension level. Prerequisite English comprehension levels have been established for each course of instruction within Air Training Command. All students are required to meet the course English comprehension level before entering into the course. Students scoring below the English comprehension level for a course or no English language training will go to the Defense Language Institute English Center at Lackland Air Force Base, Texas, prior to entering an Air Training Command course. This course teaches English from the beginning level to competency standards. (5:1-6) In extreme circumstances, a waiver may be granted if the student is within a few points of the English comprehension level. Requests for waivers are discouraged; however, some are requested.

Teaching international students is a tremendous challenge to all instructors. Each instructor must remember that English is a second language for most international students. English comprehension is sometimes very difficult for students. To get the student proficient in the course, they must understand the material being taught. Additionally, each student's attitude concerning the course must be conducive to learning the material. Communication, it is said, holds the key to understanding each other. As an instructor, your experience and

initiative will be the main source of strength you need to borrow from along with your command of the English language. Create a good working relationship with the international student, and keep bias and prejudices out of the training business. Some suggestions or rules of thumb that may be helpful to you in dealing with English comprehension problems are:

1. Slow your delivery pace down and pronounce words carefully.
2. Avoid using jargon unique to the US or the career field. If acronyms and career field jargon are used, be careful to define them.
3. Evaluate your lesson plan to include time for more detailed explanations.
4. Highlight areas that are critical to the understanding of the material.
5. Do not expect international students to totally conform. English comprehension plays an important part in adjusting to US culture.
6. Most students will try to rely totally on the instructor for English comprehension. The key to minimizing communication breakdown is to project how the material will be taught and predict how it will be interpreted by the students.
7. As time passes, the students gain confidence in the instructor, and their misunderstandings of English are reduced. (6:3-9)

Remember, if you need help in dealing with English comprehension problems, notify the Base International Training Management Office promptly.

Chapter Three

CULTURAL BACKGROUND AND CUSTOMS OF INTERNATIONAL STUDENTS

International students come from varied cultural backgrounds, many quite different from the United States. The tendency sometimes is to pass these differences off as superficial and ignore them by taking the attitude that the international students are the ones that must adjust. They do have to make significant adjustments but still remain a product of their culture. An understanding of the cultures from which the international students come will greatly enhance the instructor's ability to help them make the necessary adjustments and also prevent communication barriers resulting from cultural and custom differences. (4:5-5) This chapter provides basic information about some cultural background and customs differences the instructor may encounter. This will be useful in anticipating and interpreting actions and reactions of international students as they adjust to the technical training environment and to life in the United States. (3:5-1) Knowledge of an international student's culture and customs also provide instructors easy conversational wedges for their first interaction with students. Specific differences and suggestions for dealing with international students are provided in the following paragraphs.

Social Interaction

Social interaction whether in a formal or informal setting helps the instructor get to know the international student. Interpretation of actions and nonverbal behavior such as touching and eye contact varies from one culture to another. In some areas of the world, especially the Far East, people do not slap one another on the back, throw an arm over another's shoulder, grab someone by the arm, or even touch another person. (4:7-1) On the other hand, Middle Eastern men touch one another, sometimes hold hands, and kiss one another on both cheeks when meeting after an absence of some time. In some Middle East countries a man does not touch or kiss a woman--even his wife--in public. (4:10-3) Students from some parts of the world stand much closer to each other when they converse than Americans do. Indeed, some of them cannot talk together comfortably unless they are so close to one another that an American would find it difficult to keep his eyes in focus. Another custom, handshaking, is limited to contact only with Europeans or Americans. (3:8-3) It might be wise to follow the students lead in this regard until they become accustomed to American ways.

You can usually expect the student will be more "Westernized" since they have probably had more contact with US personnel back in their own country. Therefore, do not be offended if a Middle Easterner holds your hand. This symbolizes nothing other than friendship and should be taken as a compliment.

Time/Punctuality

Many countries' concept of time and attitude toward punctuality differs from that of the US. US military personnel have schedule, timeliness and punctuality engrained from the very beginning. This is not the case with some countries. This may have an initial impact on class time as well as social events. To some international students, they are on time if they show up 30 minutes or even an hour after a social event is scheduled to start.

Religion

In dealing with international students, instructors must understand their strong belief in their respective religions. (10:7) Some students believe in old values and customs of their country. For example, students from the Middle East take their religion very seriously. Their belief in worship on Friday is characterized as strong. The number one rule to remember regarding religion is not to demand an objectivity of the international student that you would not impose upon yourself. (10:7)

Food

Whereas Americans are accustomed to a little of this and a little of that, in many cultures, the following applies to food:

1. Pork is not eaten by most Muslims and Jews.
2. Hindus will not eat beef.
3. Buddhists will eat only vegetables. A strict vegetarian eats no meat, poultry, fish, eggs or their derivatives.
4. Lamb, fish, and chicken are generally enjoyed by people from the Eastern Hemisphere.
5. Rice is a greatly relished staple in the diet of Near Eastern, Asian, and other countries.
6. Vegetables, fruits, and nuts are always safe around the world. (10:7)

This brief treatment of cultural and customs differences only touches the surface of the complex subject of cross-cultural understanding. Hopefully, the information presented will serve as a stimulus to seek additional data about the culture and customs of the international students assigned to the class. The more the instructor knows, the better he/she can relate to the

student. Many sources of information are available to you. Start with an atlas or encyclopedia and continue as far as your curiosity will carry you. In addition, the Base International Training Management Office has available information on countries who send international students to technical training.

The bottom line is to maintain an open mind and remember both instructors and students must adjust in order to effectively communicate. Effective communication is the key to success in the training program.

Chapter Four

UNIFORM AND PERSONAL APPEARANCE STANDARDS OF INTERNATIONAL STUDENTS

This chapter covers uniforms and personal appearance standards applicable to international students and some exceptions to those standards. International students will normally comply with the directives under AFR 35-10; however, some religious precepts or national laws preclude compliance to AFR 35-10, Air Force Uniform and Personal Appearance Standards. (3:3-25)

Uniform standards should reflect the pride each international student has in his country. Instructors must make sure international students comply with uniform standards under AFR 35-10. For example, uniforms must be neat, clean, and present a well-dressed appearance. Also, a military hat will be worn out of doors at all times unless directed otherwise. Some countries have applied for exceptions to standards. When questions arise about exceptions to standards, be sure to check with the Base International Training Management Office for answers.

Instructors should cover personal appearance standards with each international student. International students will comply with personal appearance standards the same as all students in technical training. Unless an exemption has been granted, all students must meet the following Air Force personal appearance standards:

1. Hair must be clean and neatly groomed. Hair must not interfere with wear of the hat.
2. Beards - No beards are authorized. (7:16)
3. Proper attention will be given to body cleanliness at all time. (8:10-30)
4. Exception to Air Force Grooming Standards - Remember, exemptions to AFR 35-10 standards have been approved for three countries--Saudi Arabia, Denmark, and United Arab Emirates. Additionally, exemptions to AFR 35-10 standards have been approved on an individual basis for Pakistan and Portugal, but both countries will be subject to approval by respective Air Forces. (8:10-31) On 6 Oct 84, Headquarters Foreign Military

Training Affairs Group (FMTAG) at Randolph Air Force Base sent out the following message on grooming standards for international students:

- a. International students will normally be required to comply with the provisions of AFR 35-10. Commanders will expect foreign students to maintain acceptable standards of appearance, conduct, health, and hygiene so as not to affect the discipline or morale of US personnel.
- b. Problems relating to grooming standards will be referred to FMTAG for resolution when religious precepts, national law, or standards make it necessary. Countries may apply for an exemption for students attending USAF courses not involved in flying, operational, or ground safety considerations. Requests for exemptions will be forwarded to FMTAG who will retain approval authority. The request must be substantiated and contain a copy of the proposed grooming standards which the student will maintain. Requests will be evaluated individually and a copy of all approved exemptions will be maintained by FMTAG. FMTAG will compile and publish the standards of exempted countries and distribute to all International Training Management officers. (9:9-1)

International students must comply with the Air Force uniform and personal appearance standards under AFR 35-10. Instructors are tasked to make sure international students as well as American students comply to the directive without favoritism by instructors. But remember, if questions arise, check with the Base International Training Management Office for guidance.

In the next chapter, instructors will look at some potential academic problems international students will encounter in adjusting to the Air Force training system.

Chapter Five

POTENTIAL ACADEMIC PROBLEMS

It is extremely important to get the international student off to a good start. The purpose of this chapter is to cover some potential academic problems the international student will encounter in adjusting to the Air Force training system and some general solutions to these problems.

Upon the international student's entry in a course, the school course supervisor, or person in charge, should assign an academic advisor to each international student. The academic advisor can give the student the special attention to complete the course. Academic advisors help the student on a one-to-one instructional concept. This one-on-one instructional concept help is needed by the student in each block or phase of instruction. Likewise, each block or phase of instruction must be passed before going to the next block or phase of instruction. If a student does not pass the block or phase of instruction, additional training may be needed. As such, some students may need to repeat the block or phase of instruction a second time. Remember, this is not a disciplinary action, but one solution to the academic problem which will help the student to gain the necessary knowledge to complete the entire course.

One academic problem which continues to be a major problem that affects students selected for training within the US is the idea of cheating. The bottom line indicates to us that no matter how we present the material some students will cheat. The determination of what constitutes "cheating" is culturally conditioned and may not match the American definition. Other important cultural concepts may take precedence, such as, the notion that he should share his knowledge or talents with his less fortunate brothers. (3:5-5) As an instructor, you must notify the student that "it is an individual responsibility to do his own work." Additionally, notify the student that cheating will not be tolerated inside or outside your classroom.

Instructors should remind students of the potential academic problem which may be caused by the following:

1. Tardiness based upon lack of transportation will not be accepted.

2. Appointments should be made, if possible, during school hours.
3. Special arrangements must be made for revision of training schedule when students miss class period. And, if a student remains out of class for an extended period of time, the student will be rescheduled for another class.
4. Parking in areas other than those designated could cause problems.
5. In the classroom the students must conduct themselves in a manner that will make both their country and the school proud of them.
6. Participation in the Informational Program activities should not come ahead of academic classroom work. Academics are always first.
7. Instructional material must be studied at night (homework) and even on some weekends.
8. The reward and value of being a honor student to the student and country need to be explained to each student. (3:3-1 - 3-14)

International students are often very rank conscious and get insulted easily if they perceive insubordination. Instructors are responsible for the class. Their direction must be followed at all times when it involves class activities. For example, students must use and observe the rules by leaving and returning to the classroom at the proper time. Students should not be late or absent; both could deny the international student valuable training time or experiences. Additionally, unauthorized lateness or absenteeism in any form should not be tolerated by the instructor. Again, if questions arise, get into immediate contact with the International Training Management Office.

On the other hand, instructors should find general solutions to academic problems. Some general solutions to academic problems associated with international students were mentioned already. Normally, student performance and progress within the course, or phase of instruction, are measured by grades. These grades, when recorded, will reflect to the country the student's successes or failures in the course. Nevertheless, the instructors' responsibility to create a learning atmosphere has been the key in course completion and graduation of the student. Attachment 1 helps the Base International Training Management Office keep up with academic advisors appointed by the school to help students who need academic assistance.

This chapter has covered potential academic problems the international students must face in the Air Force training system. Also in this chapter, we have looked at only a few of these potential academic problems and a few of the solutions to them. Each academic problem the international student develops should be the instructor's personal academic problem to solve. Another solution to academic problems is located in the next chapter.

ATTACHMENT ONE

**REPLY TO
ATTN OF:**

SUBJECT: Appointment of Academic Advisor

TO:

The academic sponsor assigned to _____
will be:

NAME: _____

TITLE: _____

TELEPHONE: _____

Signature of Branch/Course Chief _____

Chapter Six

SPECIAL INDIVIDUAL ASSISTANCE

As the instructor, if you think the student needs more class time, you can assign the student to special individual assistance on a one-to-one basis which is commonly called additional training or Special Individual Assistance. Attendance during these periods should be emphasized as mandatory. This time will help the student become more familiar with the course material and perform better. The students' countries expect a great deal from them while in training. They must meet the same training standards as American students.

Plan to give the students some scheduled questions which will prepare them for future block knowledge. Each question should help the student to create a study habit to do the work needed to get the student back on completing the course. No student will be designated successful just for observing or reading a procedural document. Progress checks and written tests must be used to increase assurance that course objectives have been met. (2:6) Students with problems in these performance areas should be evaluated while performing at least one active task associated with the objective. The instructor determines if the student successfully accomplishes an objective based on the behavioral outcome stated in the objective. (2:6)

The instructor during special individual assistance should make sure the student knows the answers to questions missed and errors have been understood. This is the prime purpose of special individual assistance, helping the student to understand the objectives missed. Further, during this time, help and friendship are essential. As an instructor, you want to make the students feel the genuine good will and concern towards their training.

Each student has a different concept of technical training and individual assistance. You must be aware of these differences when you plan additional training for the student. Some students have viewed special individual assistance as punishment for test failure. The instructor must counter this view with emphasis on course graduation and pride for country. Students will respond with a positive attitude if punishment can be taken out of the context of additional training. But, remember, if you need help in convincing the student that

additional training will be in his best interest, the Base International Training Management Office should be called.

Two areas which will always help the instructor are preparation and execution. First, prepare yourself as the instructor for any situation that might arise, either student negativism or positivism. Second, you are the instructor and the trainee is the student. You make the training plan, the student follows the plan. Students want to learn, and you give them the opportunity to improve their mind.

Within each culture of international students, the need for help or special assistance takes numerous turns. Some students feel that asking for help is a public admission of being dumb. The term, "Keep students informed of how they are doing in your class," holds truth in every sense of the word. (1:32) Do not publicly evaluate the student's performance in front of any class. Therefore, you can expect the students to react differently after a failure by their own code. To get the student back on the successful track again, you may need to give the student your maximum individual assistance.

Individual assistance to the student comes in every form and fashion. Instructors involved in individual assistance must logically take the students through a step-by-step process to help them to graduate from the course. Those instructors should understand the students may have difficulties in analyzing the lesson taught. Talking and lecturing in a soft, comfortable, and relaxed voice can keep the student in focus with the lesson plan. Each student must want to pass the course with individual assistance, even after a hard work day. At this time, instructors should stress self-initiative on the part of the international student.

In summary, special individual assistance or additional training will help the student to understand course questions missed and actions needed to prevent the recurrence. Further, the instructor must make the student feel that special individual assistance is not punishment but will pay off in a dividend--course graduation.

CONCLUSION

A FINAL WORD

This handbook was written for you, the technical training instructor of an international student. The handbook will assist you in developing techniques that should be successful in dealing with your international student. The handbook's two themes stand throughout: first, to make you aware of the challenges associated with instructing a student from a foreign land; second, to give you general information on customs and culture of international students. The first theme was covered in Chapters one, two, four, five, and six; the second in Chapter three.

Information presented in the handbook is based on the author's research and experience in instructing international students and information shared by other instructors. A quick review of the handbook will help prepare the instructor for the initial encounter with the international students and maybe avoid embarrassing situations.

The handbook is not designed or meant to be an answer for every problem that may occur concerning instructing your international student. It will, however, give you a basis from which you can develop your own instructional techniques to deal with international students. I suggest you personalize the handbook with some "lessons learned."

A good way to develop individual instructional techniques is simply to treat your international student as you would like to be treated, if you were a student in their country. Additionally, you should recognize that some aspects of their customs and culture are bound to be different from yours. If you can recognize these differences, then you will gain as well as the international student.

But, if problems do occur which are not covered in this handbook, you should immediately seek help from the Base International Training Management Office. In addition, if you need more information on your international student's country, customs and culture, values, and many more areas, the Base International Training Management Office has a suggested reading list and some books available for you.

Good luck to you as a teacher, diplomat, and ambassador of the United States Air Force. Suggestions for changes and additions to this handbook are encouraged.

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